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# FOOD/BEVERAGE AND ACCOMMODATION



CANADIANA

AUG 14 1991

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ALBERTA  
TOURISM  
EDUCATION  
COUNCIL

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## Kitchen Helper

### OCCUPATIONAL STANDARDS

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ALBERTA  
TOURISM  
EDUCATION  
COUNCIL

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cooperation with:

Alberta Chamber of  
Commerce

Alberta Culinary Arts  
Foundation

Alberta Hotel Association

Alberta Restaurant and  
Foodservices Association

Motel Association of Alberta

Tourism Industry Association  
of Alberta

Alberta Tourism

Alberta Career Development  
and Employment

Alberta Advanced Education

Council of Presidents  
(Colleges and Technical  
Institutes)

Alberta Vocational Centres

Universities Coordinating  
Council

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## ▼ INTRODUCTION

The tourism industry in Alberta presently creates an estimated 100,000 full-time, part-time and seasonal jobs. By the year 2000, tourism has the potential to provide 220,000 jobs for Albertans. This tremendous potential for growth represents both an opportunity and a challenge.

The Alberta Tourism Education Council is responding to that challenge. The mandate of the Council is to stimulate and integrate the resources of industry, government and education to meet the present and future education and training needs of Alberta's tourism industry.

One of the important initiatives undertaken by the Council is the development of standards for occupations within the industry. Standards now exist for various positions in the food/beverage/accommodation and adventure tourism/recreation sectors. In addition, several sets of standards exist which are applicable to all sectors of the tourism/hospitality industry. Development of standards is ongoing, leading to a range of standards for key occupations in all sectors.

Another initiative of the Council is the development of a province-wide process for certification. Certification is designed to provide individuals currently working in the tourism industry with an opportunity to demonstrate their knowledge and skills and receive industry-recognition for their achievements. Certification enables employees to further career-development goals and allows employers to hire staff that are trained to a measurable level. This in turn enhances the image of the industry and attracts energetic and talented individuals to the many exciting and rewarding career opportunities available.

If you would like more information on how you can benefit from these certification standards, please call or write:

Alberta Tourism Education Council  
1700 Standard Life Centre  
10405 Jasper Avenue  
Edmonton, Alberta  
T5J 3N4  
Phone: (403) 422-0781  
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# ▼ STANDARDS OVERVIEW

## WHAT ARE STANDARDS?

Standards are statements outlining what an individual must know and the skills and attitudes required of that individual to be considered competent in an occupation.

## WHY DEFINE STANDARDS?

People working within the tourism industry have been labelled as unskilled workers. This stereotype is far from the truth. Central to the mandate of the Alberta Tourism Education Council is the enhancement of the image of hospitality within both the industry and the general public. Defining standards is one way to help increase awareness of the broad range of skills required of those working within this industry.

## HOW ARE STANDARDS DEVELOPED?

These standards were developed from information provided by two industry committees. The Industry Validation Committee (IVC), consisting of individuals working within this occupation, provided the information from which a complete description of necessary skills was generated. The standards were written, and feedback was then provided by the Standards Industry Advisory Committee (SIAC), which is also made up of individuals working in this occupation. The IVC then met to validate the standards, considering the feedback from SIAC as well as their own suggestions.

A minimum of 40 professionals from the occupation are directly involved in developing each set of standards.

These particular standards were developed by industry professionals in Saskatchewan and then validated and adopted by industry in Alberta.

## WHO BENEFITS FROM STANDARDS?

Eventually, all Albertans will benefit from the monitoring of performance in relation to industry standards. As standards gain recognition, industry professionals will maintain or increase personal skills, resulting in direct benefits to local and visiting consumers.

Specific groups who can benefit from standards are:

### Service Professionals

- standards help identify career paths
- standards enhance the public image of service professionals
- standards provide a basis for challenge, self-improvement and advancement
- standards provide the basis for certification, based upon competent performance

### Employers and Owners

- standards define areas where employees must be proficient, which assists in recruiting, training and development of staff
- standards provide employers and owners with a highly trained work force, which can increase productivity and decrease costs incurred by high staff turnover, translating into an improved bottom line



### **Educators**

- standards provide the basis for curriculum and program development
- standards identify areas of industry where educational expertise is needed and applicable

### **Students**

- standards help to promote the tourism industry as a viable and fulfilling career choice
- standards allow visualization of career options within the tourism industry

### **HOW ARE STANDARDS READ?**

**Major Categories** are located in the outer margins. These indicate the general skill area within the occupation.

**Skills** are located in the left-hand column. These indicate abilities service professionals must demonstrate to fulfil the requirements of the position properly.

**Standards** are located in the right-hand column. These specify what a service professional must do and provide the knowledge necessary to accomplish the task. The centre column identifies the standard as either:

- **K (knowledge task)** - what a service professional must know to be considered competent in a skill, or
- **P (performance task)** - what a service professional must demonstrate to be considered competent in a skill, based on the requirements as stated in the knowledge standard.

### **HOW DO STANDARDS RELATE TO THE CERTIFICATION PROCESS?**

Standards are used as the basis for the implementation of a three-step province-wide certification process for industry personnel. The initial step is a multiple choice examination which, when successfully completed, is followed by a performance evaluation completed by a supervisor in the work place. The third step is a performance evaluation conducted by a certified, trained Alberta Tourism Education Council evaluator.

### **WHAT DOES 'HOUSE POLICY' MEAN IN STANDARDS?**

The Alberta Tourism Education Council recognizes that an establishment may have internal policies that affect the way in which a skill is performed. Therefore, some standards have 'with consideration of house policy' added to the performance portion of the standard for certification purposes.

The knowledge portion of these standards contains the typical generic policy with which the employee should be familiar in order to challenge the written examination. By learning or demonstrating an accepted generic standard, the certified professional gains the advantage of greater job mobility, as well as an appreciation of other ways of accomplishing tasks.

House policy does not replace the generic standard; rather, it allows the Alberta Tourism Education Council evaluator to determine if performance is to the standard or follows a particular house policy. The evaluator will not fail candidates for following policies of their establishments.



# ▼ ACKNOWLEDGEMENTS

The Alberta Tourism Education Council would like to thank the **Tourism Industry Association of Saskatchewan** and **Saskatchewan Economic Diversification and Trade** for funding the development of these standards. We would also like to extend our thanks to those in Newfoundland and Nova Scotia who provided valuable input, and to the following industry professionals and organizations whose expertise, time and energy made the development of these standards possible.

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Helene Fayant, Saskatoon Elks' Club, SK  
Carl Flis, David's Restaurant and Lounge, Saskatoon, SK  
Marilyn Gibson, University Hospital, Saskatoon, SK  
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### CONTRIBUTING ORGANIZATIONS/ INSTITUTIONS

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Alberta Culinary Arts Foundation  
Alberta Hotel Association  
Alberta Restaurant and Foodservices Association  
Alberta Tourism  
Canadian Federation of Chefs de Cuisine  
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Saskatchewan Restaurant and Foodservices Association  
Southern Alberta Institute of Technology  
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We apologize if we have overlooked any contributors to this project. Please let us know if you are aware of any omissions.

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SKILL 1:  
POSSESS  
PREREQUISITE

1.1 provide proof of  
prerequisite

P provide proof of prerequisite

successful completion of provincially-  
approved food handling sanitation course

# KITCHEN HELPER STANDARDS

PREREQUISITE

**Note:** Where reference is made to legislation, the reader is expressly advised to consult the original legislation, and to obtain further advice as required.



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## SKILL 1: POSSESS PREREQUISITE

1.1 provide proof of  
prerequisite

**P** provide proof of prerequisite:  
  
successful completion of provincially-  
approved food handling sanitation course

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**A.**  
**PREREQUISITE**

## SKILL 1: OUTLINE PROVINCIAL REGULATIONS

1.1 outline *Employment Standards Code* concerning hours of work and overtime pay

K outline *Employment Standards Code* concerning hours of work and overtime pay:

27(1) ... no employer shall require or permit an employee to work for more than 8 hours in a day or 44 hours in a week unless the employer pays that employee at the overtime rate in accordance with subsection (2) and (3).

(2) If in a week an employee completes 44 hours of work or less but one or more of the days in the week he completes more than 8 hours of work, the overtime rate shall be paid for those hours of work in excess of 8 in each day.

(3) If in a week an employee completes more than 44 hours of work,

(a) the hours of work in excess of 8 in each day of the week shall be totalled, and

(b) the hours of work in excess of 44 in the week shall be totalled,

and the overtime rate shall be paid for whichever is the greater number of hours under clause (a) or (b), or if they are the same, that common number of hours.

(AR/88 cE-10.2 s27)

B.  
WORK  
ATTITUDE

1.2 outline *Employment Standards Act* regarding payment of wages

K outline *Employment Standards Act* regarding payment of wages:

23 Wages and overtime pay shall be computed by an employer over a period of employment that does not exceed 1 month or any longer period that the Director may approve.

24(1) ... within 10 days after the end of each pay period an employer shall pay to each employee the wages, overtime pay and entitlements earned by the employee in the pay period.



SKILL 1:  
OUTLINE PROVINCIAL  
REGULATIONS

1.2 cont'd

25(2) An employer may deduct from the wages, overtime pay or entitlements of an employee a sum of money that is

- (a) permitted or required to be deducted by an Act or regulation or a judgment or order of a court, or
- (b) ... personally authorized in writing by the employee to be deducted or authorized to be deducted by a collective agreement that is binding on the employee.

(AR/88 cE-10.2 s25)

1.3 outline *Employment Standards Code* concerning vacation and vacation pay entitlement

K outline *Employment Standards Code* concerning vacation and vacation pay entitlement:

39(1) ... an employer shall give to each of his employees,

- (a) after each year of employment with the employer, an annual vacation of at least 2 weeks, and
- (b) after 5 years of employment with the employer, an annual vacation of at least 3 weeks

with vacation pay calculated in accordance with subsection (2) to (4).

(2) The vacation pay payable for each week of vacation to an employee who is paid by the month is an amount equal to the wage of the employee for his normal hours of work in a month divided by 4 1/3.

(3) The vacation pay payable to an employee who is paid other than by the month

- (a) in the case of an employee who is entitled to 2 weeks of vacation is an amount equal to 4% of the employee's wages for the year of employment with respect to which the vacation is given, and

- (b) in the case of an employee who is entitled to 3 weeks of vacation is an amount equal to 6% of the employee's wages for the year of employment with respect to which the vacation is given.

---

B.  
WORK  
ATTITUDE

## SKILL 1: OUTLINE PROVINCIAL REGULATIONS

1.3 cont'd

(4) Vacation pay paid to an employee shall be deemed to be wages for the purpose of calculating the vacation pay payable to the employee in the following year.

(AR/88 cE10.2 s39)

1.4 identify general holidays

K identify general holidays:

- a) New Year's Day
- b) Family Day
- c) Good Friday
- d) Victoria Day
- e) Canada Day
- f) Labour Day
- g) Thanksgiving Day
- h) Remembrance Day
- i) Christmas Day

1.5 outline *Employment Standards Code* regarding general holiday pay entitlement

K outline *Employment Standards Code* regarding general holiday pay entitlement:

48 If a general holiday falls on a day that would, but for the general holiday, have been a working day for an employee and the employee does not work on that day, the employer shall pay the employee, for that day, general holiday pay that is at least equal to the average daily wage of the employee.

49 If a general holiday falls on a day that would, but for the general holiday, have been a working day for the employee and the employee works on the general holiday, the employer shall

---

B.  
WORK  
ATTITUDE



SKILL 1:  
OUTLINE PROVINCIAL  
REGULATIONS

1.5 cont'd

- (a) pay the employee general holiday pay
  - (i) for each hour of work of the employee on that day, a sum that is at least equal to 1.5 times the hourly wage of the employee, and
  - (ii) a sum that is at least equal to the average daily wage of the employee,
- or
- (b) provide the employee
  - (i) for each hour of work of the employee on that day, with a sum that is at least equal to the hourly wage of the employee,
  - (ii) with 1 day's holiday, not later than the next annual vacation of the employee, on a day that would, but for the holiday, be a working day for the employee, and
  - (iii) in respect of the holiday referred to in subclause (ii), with general holiday pay of a sum that is at least equal to the average daily wage of the employee.

(RA/88 cE-10.2 ss48,49)

1.6 outline *Employment Standards Code* regarding extended hours of work

K outline *Employment Standards Code* regarding extended hours of work:

- 31 The hours of work of an employee shall be confined within a period of 12 consecutive hours in any one day unless
- (a) an accident occurs, urgent work is necessary to a plant or machinery, or other unforeseeable or unpreventable circumstances occur, in which case the hours of work shall be increased only to the extent necessary to avoid serious interference with the ordinary working of a business, undertaking or other activity,

B.  
WORK  
ATTITUDE

## SKILL 1: OUTLINE PROVINCIAL REGULATIONS

1.6 cont'd

- (b) the Director issues a permit authorizing extended hours of work, or
- (c) a regulation permits extended hours of work.

(RA/88 cE-10.2 s31)

1.7 outline *Employment Standards Code* regarding statement of employment

K outline *Employment Standards Code* regarding statement of employment:

21(1) Every employer shall, at the end of each pay period, provide each of his employees with a statement in writing, for retention by the employee, setting out for the period and in respect of the employee the following information:

- (a) regular hours of work;
- (b) overtime hours of work;
- (c) wage rate;
- (d) overtime rate;
- (e) wages paid;
- (f) overtime pay paid;
- (g) time off in place of overtime pay provided and taken;
- (h) vacation pay paid;
- (i) general holiday pay paid;
- (j) money paid in place of notice of termination of employment;
- (k) amount of each deduction from the wages, overtime pay or entitlements of the employee and the purpose for which each deduction is made;
- (l) period of employment covered by the statement.

(2) An employer shall, on request, give to an employee a detailed statement as to the computation of the amount of wages, overtime pay and entitlements to which the employee is entitled and the method of computing any bonus or living allowance paid, whether or not it forms part of wages.

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B.  
WORK  
ATTITUDE



SKILL 1:  
OUTLINE PROVINCIAL  
REGULATIONS

1.7 cont'd

(3) On the termination of employment of an employee, an employer shall, on request, give to the employee a written statement showing the period or periods during which the employee was employed by him.

(RA/88 cE-10.2 s21)

1.8 outline *Individual's Rights Protection Act* concerning discrimination regarding employment practices

K outline *Individual's Rights Protection Act* concerning discrimination regarding employment practices:

7(1) No employer or person acting on behalf of an employer shall  
(a) refuse to employ or refuse to continue to employ any person, or  
(b) discriminate against any person with regard to employment or any term or condition of employment, because of the race, religious beliefs, colour, sex, physical disability, marital status, age, ancestry or place of origin of that person or of any other person.

(RSA/80 cl-2 s7)

1.9 outline *Workers' Compensation Act* concerning notice of injury

K outline *Workers' Compensation Act* concerning notice of injury:

27(1) If a worker  
(a) suffers personal injury by an accident, or  
(b) regardless of whether he is injured, is, as a result of an accident, entitled to medical aid ...  
the worker shall, as soon as practicable after the accident, give notice of the accident in accordance with the regulations  
(c) to the employer, and  
(d) to the Board, if the injury disables or is likely to disable the worker for more than the day of the accident.

(SA/81 cW-16 s27)

B.  
WORK  
ATTITUDE

## SKILL 2: FOLLOW POLICIES

2.1 follow policies

K outline how to follow policies:

- a) ask supervisor, read training manual or attend orientation sessions to determine policies that affect staff conduct, for example:
  - fraternization with guests
  - smoking, drinking, chewing gum on duty
  - breaks
  - privileges and discounts, e.g. use of facilities, staff meals
  - personal telephone calls
  - parcel inspection
  - parking
- b) act in manner that complies with policies

P follow policies as outlined above

2.2 outline policy regarding employee theft

K outline policy regarding employee theft:

- a) it is every employee's duty to watch for and report theft
- b) any theft is grounds for dismissal and/or prosecution

2.3 follow policy regarding additional duties

K outline policy regarding additional duties:

accept responsibility for additional duties as assigned

P follow policy regarding additional duties as outline above

---

B.  
WORK  
ATTITUDE



SKILL 2:  
FOLLOW POLICIES

2.4 follow policy regarding eating and smoking

K outline policy regarding eating and smoking:

- a) eat in specified areas at times when business allows
- b) smoke only in designated areas

P follow policy regarding eating and smoking as outlined above, with consideration of house policy

2.5 follow policy regarding consumption of alcohol or drugs

K outline policy regarding consumption of alcohol or drugs:

do not consume alcohol or drugs prior to or during shift as it:

- a) may affect performance:
  - prescription drugs are permitted unless side effects are hazardous while working
- b) could result in disciplinary action or dismissal

P follow policy regarding consumption of alcohol or drugs as outlined above, with consideration of house policy

2.6 follow policy regarding staff illness

K outline policy regarding staff illness:

- a) notify supervisor as soon as possible when unable to work
- b) stay home with communicable illnesses and infected sores
- c) supply note from doctor following extended illness

P follow policy regarding staff illness as outlined above, with consideration of house policy

---

B.  
WORK  
ATTITUDE

## KITCHEN HELPER

### SKILL 3: EXHIBIT POSITIVE ATTITUDE

3.1 be a responsible employee

K outline how to be a responsible employee:

- a) assist stations in preparation
- b) follow instructions
- c) stay on task
- d) consult supervisor before taking breaks during busy periods
- e) consider costs:
  - use weigh scale or portion scoop to ensure portion control
  - handle dishes with care to prevent breakage
  - watch for smallwares when emptying dishpans, so as not to accidentally throw them in garbage

P be a responsible employee as outlined above

3.2 exhibit attributes of positive attitude

K outline how to exhibit attributes of positive attitude:

- a) be productive, e.g. try to accomplish as much as can be done well during shift
- b) be organized, e.g. plan work, gather necessary materials before beginning work, clean area after job is complete
- c) take pride in work, e.g. show work to supervisor, maintain neat and organized work area, stay late to complete tasks, strive for high productivity
- d) be dependable, e.g. work well with no supervision, stay alert
- e) be knowledgeable of trade, e.g. pay attention to training, observe others, ask questions

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B.  
WORK  
ATTITUDE



SKILL 3:  
EXHIBIT POSITIVE  
ATTITUDE

3.2 cont'd

- f) be punctual, e.g. arrive before shift begins so prepared to begin work at scheduled time
- g) be enthusiastic, e.g. complete tasks on or before deadlines, seek new duties when work completed
- h) be cheerful and courteous, e.g. smile, say please and thank you
- i) co-operate, e.g. follow directions, help others
- j) be confident, e.g. take on new responsibilities
- k) be respectful, e.g. speak well of others, do not make smart remarks
- l) be honest, e.g. follow house policies
- m) be open-minded, e.g. take and provide constructive feedback, try new methods
- n) be good humoured, e.g. keep stressful situations light
- o) be well groomed, e.g. dress neatly, practice good personal hygiene

P exhibit attributes of positive attitude as outlined above

3.3 describe impact of positive attitude

K describe impact of positive attitude:

- a) allows one to:
  - feel good about self and others
  - be open to new ideas
  - be approachable
  - be likable
  - make and keep friendships
  - communicate more effectively
  - experience greater job satisfaction
  - make most of situations
  - deal effectively with stress and enjoy better health

B.  
WORK  
ATTITUDE

## SKILL 3: EXHIBIT POSITIVE ATTITUDE

3.3 cont'd

- b) makes one feel:
  - good about self and others
  - energetic
  - enthusiastic
  - positive
  - useful
  - important
- c) affects business and community by:
  - creating positive experience for guests and staff
  - encouraging repeat business
  - encouraging new business through positive word-of-mouth advertising
  - increasing revenue
  - increasing prestige
  - creating potential for developing greater interest, understanding and acceptance of other cultures
  - creating community pride
  - improving staff morale and initiative

3.4 outline methods of  
personal development

**K** outline methods of personal  
development:

- a) take courses, e.g. second-language, work-related
- b) pursue physical health, e.g. participate in sports, go for walks, get sufficient sleep
- c) pursue mental health, e.g. take time for self, participate in community events, do creative hobbies

---

B.  
WORK  
ATTITUDE



**SKILL 4:  
USE TEAM APPROACH**

4.1 describe importance of team work	K	<p>describe importance of team work:</p> <ul style="list-style-type: none"> <li>a) most successful businesses require combined effort of many people</li> <li>b) regardless of particular role or title within organization, all employees contribute to success</li> </ul>
4.2 fulfil requirements of team work	K	<p>outline how to fulfil requirements of team work:</p> <ul style="list-style-type: none"> <li>a) show respect for fellow staff</li> <li>b) override personal feelings</li> <li>c) assist others</li> <li>d) share workload</li> <li>e) work calmly</li> <li>f) be patient</li> <li>g) comply with policies</li> <li>h) accept constructive criticism</li> <li>i) fulfil job description</li> <li>j) respect chain-of-command</li> <li>k) understand operation of other areas in establishment</li> <li>l) assist in training new staff using buddy system</li> </ul>
4.3 outline examples of roles and responsibilities in kitchen	K	<p>outline examples of roles and responsibilities in kitchen:</p> <ul style="list-style-type: none"> <li>a) executive chef/chef - responsible for operation of kitchen</li> <li>b) sous-chef - second-in-command and assumes chef's duties as required</li> </ul>

**P** fulfil requirements of team work as outlined above

**B.  
WORK  
ATTITUDE**

## KITCHEN HELPER

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### SKILL 4: USE TEAM APPROACH

4.3 cont'd

- c) first cook - responsible for duties within section
- d) second cook - responsible for duties assigned by first cook
- e) kitchen helper - responsible for cleaning and food preparation as directed

---

B.  
WORK  
ATTITUDE



## SKILL 5: KNOW JOB DESCRIPTION

5.1 describe general  
duties of kitchen  
helper

**K** describe general duties of kitchen helper:

- a) plan work:
  - schedule routine tasks, e.g. sweep floor and remove garbage during slow period
  - use time efficiently, e.g. make one trip instead of two when possible
- b) assist with receiving and storing kitchen products
- c) prepare food as directed
- d) wash wares
- e) clean work area surfaces and equipment
- f) return equipment, tools and food to proper storage place

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**B.  
WORK  
ATTITUDE**

## SKILL 1: OUTLINE CHEMICAL DANGERS

1.1 define Workplace  
Hazardous Materials  
Information System  
(WHMIS)

K define Workplace Hazardous Materials  
Information System (WHMIS):

Canada-wide communication system for  
sharing information about hazardous  
materials used at Canadian job sites

1.2 identify three key  
elements of WHMIS

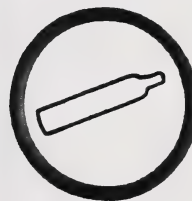
K identify three key elements of WHMIS:

- a) labels on hazardous materials
- b) material safety data sheets (MSDS)
- c) worker education programs

1.3 identify hazard symbols

K identify hazard symbols:

- a) Class A - compressed gases



- b) Class B - flammable and combustible  
materials




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C.  
SAFETY

SKILL 1:  
OUTLINE CHEMICAL  
DANGERS

1.3 cont'd

c) Class C - oxidizing materials



d) Class D:

- poisonous and infectious materials



- materials causing other toxic effects



- biohazardous infectious materials




---

C.  
SAFETY



## SKILL 1: OUTLINE CHEMICAL DANGERS

1.3 cont'd

e) Class E - corrosive materials



f) Class F - dangerously reactive materials



1.4 outline role of labels in hazardous materials

K outline role of labels in hazardous materials:

- a) label provides quick information on basic hazards and proper handling
- b) labels should contain:
  - name of product
  - name and location of supplier
  - any hazards associated with product
  - precautionary measures for safe use
  - handling and storage of product
  - first aid measures in case of overexposure to product

---

C.  
SAFETY

## SKILL 1: OUTLINE CHEMICAL DANGERS

1.4 cont'd

- WHMIS hazard symbols which give at-a-glance indication of major hazards
- reference to MSDS for further information

1.5 outline handling and storage guidelines for kitchen cleaning materials

K outline handling and storage guidelines for kitchen cleaning materials:

- a) rinse additive:
  - handling - wear safety glasses; do not mix with oxidizing materials
  - if spilled - mop up, or soak up with absorbent clay for disposal; wash spill area with large volumes of water
  - storage - store in cool dry area in closed container; avoid freezing
  - disposal - discard according to municipal, provincial and federal regulations
- b) oven cleaner:
  - handling - avoid skin contact; wear impermeable gloves, safety glasses and apron; do not mix with oxidizing materials
  - if spilled - mop up, or soak up with absorbent clay for disposal
  - storage - store in cool dry area in closed container
  - disposal - discard according to municipal, provincial and federal regulations
- c) hand dishwashing detergent:
  - handling - do not breathe mist or vapours; wear impermeable gloves and safety glasses; do not mix with oxidizing materials nor quaternary germicides

---

C.  
SAFETY

### SKILL 1: OUTLINE CHEMICAL DANGERS

1.5 cont'd

- if spilled - mop up, or soak up with absorbent clay for disposal; wash spill area with large volumes of water
  - storage - store in cool dry area in closed container
  - disposal - discard according to municipal, provincial and federal regulations
- d) machine warewashing detergent:
- handling - handle carefully; do not breathe dust; do not open capsule; wear safety glasses; do not mix with acids
  - if spilled - sweep up spilled material for disposal or re-use; wear safety glasses, impermeable gloves and dust mask
  - storage - store in cool dry area in closed container
  - disposal - discard according to municipal, provincial and federal regulations

---

C.  
SAFETY



SKILL 2:  
FOLLOW SAFETY  
POLICIES

2.1 follow policy regarding emergency information

K outline policy regarding emergency information:

- a) identify emergency number(s) for area, e.g. 911
- b) identify location of emergency facilities and equipment:
  - first aid kits
  - fire extinguishers
  - pull rings for kitchen canopy extinguishing system
  - fire alarm boxes/pull stations
  - emergency exits
  - breaker boxes

P follow policy regarding emergency information as outlined above

2.2 follow policy regarding apparel for safety

K outline policy regarding apparel for safety:

- a) wear close-fitting, long-sleeved uniform or clothing
- b) wear closed-toe shoes with good support and non-slip soles
- c) keep jewellery to minimum
- d) ensure hair (including beards) is confined

P follow policy regarding apparel for safety as outlined above, with consideration of house policy

2.3 follow traffic policy

K outline traffic policy:

- a) stay alert; be aware of surroundings
- b) do not run
- c) stay calm

---

C.  
SAFETY

## SKILL 2: FOLLOW SAFETY POLICIES

2.3 cont'd

- d) use designated exit and entry doors
- e) watch for hazards on floor,  
e.g. obstacles, spills, wet floor
- f) announce presence when  
approaching blind corners or passing  
behind co-workers

**P** follow traffic policy as outlined above,  
with consideration of house policy

2.4 follow clean-up policy

**K** outline clean-up policy:

- a) warn others of hazard
- b) clean up spills and breaks  
immediately in order to prevent  
accidents
- c) use disposable wipers for clean-up of  
fine glass and china particles
- d) dispose of broken glass and  
tableware by placing it in separate  
container identified for that purpose
- e) aid others with clean-up of breaks or  
spills, when possible

**P** follow clean-up policy as outlined above,  
with consideration of house policy

C.  
SAFETY

2.5 follow maintenance  
policy

**K** outline maintenance policy:

- report maintenance needs to supervisor,  
including:
- a) unsafe chairs and tables
  - b) splintered or rough surfaces
  - c) loose or damaged floor, ceiling or  
wall tiles
  - d) inadequate or burned-out lighting
  - e) malfunctioning kitchen equipment

SKILL 2:  
FOLLOW SAFETY  
POLICIES

2.5	cont'd	P	follow maintenance policy as outlined above, with consideration of house policy
2.6	follow policy regarding first aid kit	K	<p>outline policy regarding first aid kit:</p> <p>report to supervisor if any of the following items are missing from first aid kit:</p> <ul style="list-style-type: none"> <li>a) approved antiseptic, wound solution or antiseptic swabs</li> <li>b) bandages: <ul style="list-style-type: none"> <li>• adhesive strips</li> <li>• triangular, 100-centimetre folded</li> <li>• various sizes of gauze</li> </ul> </li> <li>c) safety pins</li> <li>d) sterile dressing: <ul style="list-style-type: none"> <li>• various sizes of wrapped gauze pads and compresses, including abdominal pad</li> </ul> </li> <li>e) self-adherent roller: <ul style="list-style-type: none"> <li>• various sizes</li> </ul> </li> <li>f) pad with shield or tape for eye</li> <li>g) suitable soap</li> <li>h) disposable gloves</li> <li>i) pocket mask with disposable one way rebreathe valves</li> <li>j) splinter forceps</li> <li>k) bandage scissors</li> <li>l) eye bath</li> <li>m) hypoallergenic adhesive swabs</li> </ul>
		P	follow policy regarding first aid kit as outlined above, with consideration of house policy

---

C.  
SAFETY



## SKILL 3: PRACTICE PERSONAL SAFETY

3.1 follow personal safety  
guidelines

K outline personal safety guidelines:

- a) do not work while impaired by drugs or alcohol
- b) get enough rest to stay alert
- c) maintain composure when busy and in emergencies
- d) watch for potential hazards and report them to supervisor
- e) watch for obstacles; think ahead
- f) use rubber mats in areas that are always damp or wet
- g) set out wet floor signs after washing floor
- h) only use kitchen equipment:
  - after being instructed in safe use
  - when safety guards are in place
  - which functions properly
- i) concentrate on task at hand, e.g. no horse play

P follow personal safety guidelines as outlined above, with consideration of house policy

3.2 follow guidelines for  
moving heavy objects

K outline guidelines for moving heavy objects:

- a) prepare to lift object:
  - organize duties to minimize amount and frequency of lifting; discuss with supervisor and co-workers
  - wear non-slip shoes
  - select location to unload so material does not have to moved again
  - clear pathway of obstacles, e.g. spills, traffic

C.  
SAFETY

SKILL 3:  
PRACTICE PERSONAL  
SAFETY

3.2 cont'd

- test weight of overhead load by pushing up on it
  - lift and unload at waist level whenever possible, e.g. use pallet or table
  - get help from other people or mechanical devices when object is too heavy or bulky
  - when lifting in team, pick one person to call signals so lifting, walking and lowering load is synchronized
- b) lift object:
- get firm footing with feet shoulder width apart
  - tighten stomach muscles
  - bend at knees to take hold of weight; get firm grip
  - keep back as straight and upright as possible to prevent adding weight of body to load
  - lift close to body:
    - closer load is to spine, less force it exerts on back
    - get as close to overhead load as possible in order to slide down body
  - lift with legs, straightening them slowly
- c) move object:
- push, do not pull, object
  - turn feet; do not twist waist or shoulders
  - take small steps
  - move slowly
- d) unload object:
- use legs
  - bend knees
  - keep back straight
  - set object down slowly

---

C.  
SAFETY

## SKILL 3: PRACTICE PERSONAL SAFETY

3.2 cont'd

**P** follow guidelines for moving heavy objects as outlined above

3.3 follow burn prevention guidelines

**K** outline burn prevention guidelines:

- a) use dry towels when carrying hot items; do not use apron
- b) ensure clear pathway when carrying hot items
- c) warn co-workers of hot items
- d) wear long sleeves
- e) ensure pot handles are turned out of traffic area
- f) be aware of equipment that may be hot, for example:
  - broilers
  - grills
  - ovens
  - range tops
  - steam kettles
  - toasters

**P** follow burn prevention guidelines as outlined above

3.4 follow electrical shock prevention guidelines

**K** outline electrical shock prevention guidelines:

- a) do not immerse electrical appliances in water
- b) do not use ungrounded electrical appliances or ungrounded extension cords
- c) never touch energized electrical appliances while standing in wet area
- d) notify supervisor of damaged electrical equipment, e.g. frayed cords, damaged plugs, broken light bulbs

C.  
SAFETY



SKILL 3:  
PRACTICE PERSONAL  
SAFETY

3.4 cont'd

e) ensure all electrical appliances are unplugged or power source turned off before starting cleaning and maintenance procedures

**P** follow electrical shock prevention guidelines as outlined above

---

C.  
SAFETY

## SKILL 4: USE BASIC FIRST AID

4.1 follow guidelines for treating minor cut

K outline guidelines for treating minor cut:

- a) wash cut under cold running water
- b) dry with sterile or clean gauze
- c) cover with bandage or dressing

P follow guidelines for treating minor cut as outlined above

4.2 follow guidelines for treating major cut or wound

K describe guidelines for treating major cut or wound:

- a) call for help
- b) stop bleeding:
  - wipe away loose debris from wound or cut, but do not attempt to remove objects stuck in wound or cut, e.g. dirt, cloth
  - push edges of cut or wound together before applying pressure, if necessary
  - apply sterile pressure dressing and bandage firmly with roller or triangle bandage
  - if blood soaks through dressing, do not remove but apply additional dressings and secure with fresh bandages; add more pressure, if necessary
  - immobilize and support injured area
- c) report injury to supervisor as soon as possible
- d) seek professional treatment if necessary

P follow guidelines for treating major cut or wound as outlined above

---

## C. SAFETY

SKILL 4:  
USE BASIC FIRST AID

4.3 follow guidelines for  
burn treatment

- K** outline guidelines for burn treatment:
- a) immerse burned area immediately in still cold water:
    - if immersion not possible, place cold packs on burned area
    - avoid placing any cloth directly on wound; instead, wrap cloth in plastic
  - b) remove anything that is constrictive, e.g. rings, bracelets, footwear
  - c) cover burn with clean, sterile, lint-free dressing, e.g. facial tissue
  - d) report burn to supervisor as soon as possible
  - e) seek professional treatment if necessary
- P** follow guidelines for burn treatment as outlined above

---

C.  
SAFETY



## SKILL 5: OUTLINE FIRE SAFETY

5.1 define fire triangle

K define fire triangle:

three components, oxygen, fuel and heat, are necessary to start and maintain fire

5.2 outline most frequent causes of fires in hospitality industry

K outline most frequent causes of fires in hospitality industry:

- a) improper handling of flammables, e.g. candles, fat, grease
- b) careless disposal of smoking materials
- c) careless use of electrical equipment
- d) faulty electrical wiring
- e) improper handling and storage of chemicals
- f) gas leaks

5.3 outline likely locations of fires

K outline likely locations of fires:

- a) kitchen:
  - in and around cooking equipment
  - in exhaust hoods
  - anywhere fat and grease have built up
  - smoking materials in garbage or furniture
- b) electrical equipment in all areas:
  - overloaded circuits
  - short circuits
  - extension cords
  - improperly grounded appliances
  - sub-standard wiring

---

C.  
SAFETY

**SKILL 5:**  
**OUTLINE FIRE SAFETY**

**5.4** describe common classifications of fires

**K** describe common classifications of fires:

a) Class A:



- represented by triangle
- fuel sources are ordinary combustible materials, e.g. cloth, wood, paper
- best extinguished with water or multi-purpose dry chemical extinguisher

b) Class B:



- represented by square
- fuel sources are flammable liquids, e.g. petroleum products, paints, cleaners
- best extinguished with carbon dioxide, regular dry chemical or multi-purpose dry chemical extinguisher

c) Class C:



- represented by circle
- fuel sources are energized electrical equipment; essentially Class A or B fire with electrical current

---

**C.**  
**SAFETY**

## SKILL 5: OUTLINE FIRE SAFETY

5.4 cont'd

- best extinguished with carbon dioxide, regular dry chemical or multi-purpose dry chemical extinguisher which are non-conductors of electricity

5.5 outline methods of extinguishing different classes of fires

K outline methods of extinguishing different classes of fires:

a) Class A fire:

- cool, e.g. water
- smother, e.g. cover with lid, water-soaked cloths or asbestos blanket
- breakdown chemical reaction, e.g. use fire extinguisher
- remove fuel

b) Class B fire:

- smother
- breakdown chemical reaction

c) Class C fire:

- turn off power source
- if fire is energized, use BC extinguisher; never use water or A extinguisher on energized fire

5.6 outline stop-drop-roll technique for extinguishing clothing fire

K outline stop-drop-roll technique for extinguishing clothing fire:

a) stop moving

b) drop to floor

c) roll on floor to smother flame

C.  
SAFETY



**SKILL 5:  
OUTLINE FIRE SAFETY**

- |     |   |   |   |
|-----|---|---|---|
| 5.7 | outline how to use portable extinguishers                   | K | outline how to use portable extinguishers:<br><br>a) use PASS system:<br>P - pull pin (or activate according to manufacturer's instructions)<br>A - aim extinguisher at base of fire<br>S - squeeze trigger (or release retardant following manufacturer's instructions)<br>S - sweep from side to side<br>b) hand extinguisher into supervisor for recharging, regardless of amount used             |
| 5.8 | outline recommended procedure for emergency fire situations | K | outline recommended procedure for emergency fire situations:<br><br>a) remove anyone in immediate danger<br>b) activate fire alarm<br>c) call fire department<br>d) ensure doors and windows are closed<br>e) try to control or extinguish fire, unless it is too big or too spread out<br>f) use designated fire exits<br>g) use stairwells, not elevators<br>h) crawl on floor to avoid dense smoke |
| 5.9 | outline steps for calling fire department                   | K | outline steps for calling fire department:<br><br>a) dial fire emergency number when fire alarm is sounded or when fire is verified<br>b) identify nature of emergency to emergency operator, if applicable<br>c) give address twice<br>d) provide all information requested, if possible, and let operator disconnect<br>e) report to supervisor   |

---

**C.  
SAFETY**

## SKILL 6: FOLLOW KNIFE SAFETY GUIDELINES

6.1 follow knife safety  
guidelines

K outline knife safety guidelines:

- a) always use knife with sharp edge:
  - sharp edge is easier to work with;  
dull edge is harder to control
- b) do not run fingers down edge of blade to check sharpness
- c) do not catch falling knife:
  - move feet out of way
  - let knife fall
- d) wear approved footwear to protect feet from falling knives
- e) never use knife for anything but cutting or chopping
- f) do not let knife extend beyond table edge
- g) always cut away from body and hands
- h) never cut anything in palm of hand
- i) always watch what you are doing
- j) clean knife by wiping from side opposite sharp side
- k) do not put knife in dishwater to soak:
  - someone reaching into the sink could get cut
- l) do not put knife in warewashers
- m) to carry knife:
  - hold knife securely, close to side of body
  - point tip towards floor with cutting edge towards back
- n) never hand knife to another person; put it down on table and have other person pick it up
- o) do not hide knife under anything
- p) store separately from other utensils

P follow knife safety guidelines as outlined above

---

C.  
SAFETY

SKILL 1:  
OUTLINE PROVINCIAL  
REGULATIONS

- |     |   |   |  |
|-----|---|---|--|
| 1.1 | outline <i>Public Health Act: Food Regulation</i> concerning equipment and utensils | K | <p>outline <i>Public Health Act: Food Regulation</i> concerning equipment and utensils:</p> <p>56(1) Where manual equipment is used for sanitizing utensils, the equipment must include</p> <ul style="list-style-type: none"> <li>(a) at least 3 sinks of non-corrodible metal of sufficient size to permit complete immersion of the utensils to be sanitized,</li> <li>(b) draining boards of non-corrodible and non-absorbent material,</li> <li>(c) a thermometer capable of measuring temperatures between 0°C and 100°C, and</li> <li>(d) testing equipment to determine the strength of any chemical used as the sanitizing agent.</li> </ul> <p>(2) All utensils must be</p> <ul style="list-style-type: none"> <li>(a) cleaned in the first sink in clean potable water maintained at a temperature of not less than 45°C,</li> <li>(b) rinsed in the 2nd sink in clean potable water maintained at a temperature of not less than 45°C, and</li> <li>(c) immersed in the 3rd sink             <ul style="list-style-type: none"> <li>(i) for at least 2 minutes in water at a temperature of at least 77°C,</li> <li>(ii) for at least 2 minutes in a chlorine solution of not less than 100 milligrams per litre available chlorine at a temperature of not less than 45°C, or</li> <li>(iii) for at least 2 minutes in a solution containing a quaternary ammonium compound having a strength of at least 200 milligrams per litre at a temperature of not less than 45°C, or</li> <li>(iv) for at least 2 minutes in a solution containing at least 25 milligrams per litre available iodine at a temperature of not less than 45°C, or</li> </ul> </li> </ul> |
|-----|---|---|--|

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D.  
SANITATION



SKILL 1:  
OUTLINE PROVINCIAL  
REGULATIONS

## 1.1 cont'd

(v) in accordance with any other method that has been scientifically proven to produce a degree of sanitization that is at least the equivalent of that achieved by use of any of the methods in subclauses (i) to (iv).

(3) Where water is used for the purposes of subsection (2)(c)(i), the water must be completely changed often enough to prevent the utensils from becoming soiled.

(4) Where a solution is used for the purposes of subsection (2)(c)(ii) to (iv), the solution must be completely changed often enough to prevent the utensils from becoming soiled and to maintain the bactericidal effect of the solution.

57 Where mechanical equipment is used for sanitizing utensils, the equipment must

(a) provide effective cleaning of each utensil by a detergent solution at a temperature of not less than 50°C, and

(b) provide immersion of each utensil by the use of

(i) clean water at a temperature of not less than 82°C for 30 seconds, or

(ii) a chemical solution that meets the requirements pertinent to manual equipment as provided in section 56.

(AR/85 c240 ss56,57)

---

D.  
SANITATION

SKILL 2:  
FOLLOW SANITATION  
POLICIES

2.1 follow policy  
regarding smoking

K outline policy regarding smoking:

- a) smoke outside of:
  - food preparation areas
  - customer service areas
  - view of customers
- b) wash hands after smoking

P follow policy regarding smoking as outlined above, with consideration of house policy

2.2 follow grooming  
policy

K outline grooming policy:

- all staff must:
- a) have natural-looking, clean skin
  - b) control body odour:
    - bathe daily
  - c) have clean, controlled hair
  - d) practise good oral hygiene
  - e) have clean hands and properly cleaned and manicured nails:
    - do not wear fingernail polish
  - f) wear clean, pressed, well-maintained uniform:
    - do not wear uniform outside of workplace or work hours
    - do not wear garments on duty that have been worn outside of work area
  - g) keep use of perfume or cologne to a minimum
  - h) wash hands before touching food

P follow grooming policy as outlined above, with consideration of house policy

---

D.  
SANITATION

SKILL 3:  
USE CLEANING  
EQUIPMENT

3.1 follow guidelines for  
using cleaning  
equipment

K outline guidelines for using cleaning  
equipment:

- a) broom and dust pan:
  - check condition of broom; if in poor condition, report to supervisor
  - use on dry floors
  - use sweeping compound as required
  - use pattern to ensure complete coverage
  - use firm strokes
- b) butcher block, scrub and broiler brushes:
  - ensure good condition
- c) cleaning cloths:
  - ensure that cloth is single-use disposable or made of material that is easily sanitized
  - rinse in sanitizing solution before each use:
    - change sanitizing solution frequently
- d) dry mop:
  - ensure mop head is clean and in good condition
  - use sweeping compound as required
  - use pattern to ensure complete coverage
  - hang on wall brackets after use

---

D.  
SANITATION



SKILL 3:  
USE CLEANING  
EQUIPMENT

3.1 cont'd

- e) mop and pail:
  - ensure mop head is clean and in good condition, replace as required
  - start with fresh hot water, change water frequently
  - follow directions carefully if using chemical or detergent
  - mop from side to side in figure-eight motion ensuring complete coverage
  - rinse and squeeze mop head frequently
  - hang mop on wall brackets after use
  - empty and rinse pail
  - warn others about wet floor, i.e. verbally or with sign
- f) trigger sprayer:
  - adjust spray
  - refill as necessary
- g) wire and nylon scouring pads:
  - keep clean
  - discard when worn
  - do not use on easily scratched surfaces

P follow guidelines for using cleaning equipment as outlined above, with consideration of house policy

3.2 define sanitizing

K define sanitizing:  
  
reducing number of micro-organisms (pathogenic and non-pathogenic) on surfaces, using thermal or chemical procedures to meet public health standards

---

D.  
SANITATION

## SKILL 3: USE CLEANING EQUIPMENT

3.3 use chemicals for  
sanitizing

**K** outline how to use chemicals for  
sanitizing:

follow supervisor's instructions for use of:  
a) chlorine (household bleach)  
b) iodine (for warewashing only)  
c) quaternary ammonium (Quats)

**P** use chemicals for sanitizing as outlined  
above

---

## D. SANITATION

SKILL 4:  
FOLLOW PROCEDURES  
FOR CLEANING  
KITCHEN EQUIPMENT

4.1 follow procedures  
for cleaning kitchen  
equipment

K outline procedures for cleaning kitchen  
equipment:

- a) bandsaws:
  - turn off
  - unplug or turn off power supply
  - disassemble; remove blade
  - clean and sanitize
  - reassemble
- b) canopies and filters:
  - clean carefully near extinguisher apparatus
  - cover cooking equipment
  - remove filters
  - clean filters:
    - follow chemical directions
  - degrease canopy:
    - follow chemical directions
  - empty and clean grease traps
  - replace filters
- c) charcoal broilers:
  - turn off; allow to cool
  - remove top grate
  - remove rocks
  - clean guards
  - clean grease tray
  - reassemble
- d) food processors:
  - turn off
  - unplug or turn off power supply
  - disassemble
  - clean and sanitize
  - store disassembled

---

D.  
SANITATION



### SKILL 4: FOLLOW PROCEDURES FOR CLEANING KITCHEN EQUIPMENT

#### 4.1 cont'd

#### e) fryers:

- be aware of hot parts
- turn off
- open drain and drain oil through filter into metal container
- change filter
- clean thoroughly and sanitize
- dry
- close drain
- replace oil:
  - change oil regularly to avoid black smoke and oily taste

#### f) griddles:

- turn off; allow to cool
- scrape
- clean with grill block or chemical
- clean grease trap

#### g) grinders:

- turn off
- unplug or turn off power supply
- disassemble
- clean and sanitize
- store disassembled

#### h) juicers:

- turn off
- dismantle
- clean and sanitize

#### i) mixers:

- turn off
- unplug or turn off power supply
- lower bowl assembly
- clean and sanitize
- plug in

#### j) ovens:

- be aware of hot parts
- turn off
- remove racks
- clean with oven cleaner

---

## D. SANITATION

SKILL 4:  
FOLLOW PROCEDURES  
FOR CLEANING  
KITCHEN EQUIPMENT

4.1 cont'd

- k) overhead broilers:
  - turn off; allow to cool
  - remove rack
  - clean rack
  - replace rack
- l) peelers:
  - turn off
  - check water valve
  - unplug or turn off power supply
  - dismantle
  - clean and sanitize
  - clean screen
  - reassemble
- m) refrigerators and freezers:
  - ensure temperature gauge in refrigerator reads between 0-4°C (33-38°F); freezer at -10°C (-18°F)
  - ensure that doors close
  - check and clean door seals
  - remove racks
  - sweep and mop floor of walk-in units
  - replace racks
  - clean exterior
- n) scales:
  - clean and sanitize
- o) slicers:
  - turn off
  - unplug or turn off power supply
  - turn gauge to zero
  - dismantle guards
  - clean blade from centre out
  - hold protective cloth in hand used to rotate blade
  - clean and sanitize rest of machine
  - replace guards

---

D.  
SANITATION

## SKILL 4: FOLLOW PROCEDURES FOR CLEANING KITCHEN EQUIPMENT

### 4.1 cont'd

- p) steam kettles:
  - turn off, allow to cool
  - clean and sanitize
  - dismantle spout/spigot and sanitize
  - clean tube
  - reassemble
- q) steamers:
  - be aware of hot parts
  - turn off and release pressure
  - drain
  - clean and sanitize
- r) stoves:
  - turn off, allow to cool
  - dismantle
  - clean and sanitize
  - clean grease trap
  - clean burners
  - reassemble
  - relight pilot lights before top is replaced, if necessary
- s) warewashers (dishwashers, pot washers):
  - turn off heater
  - drain wash tank
  - remove and clean screens
  - spray inside of machine with hose or pre-wash sprayer
  - remove wash arm
  - clean water jets
  - remove and clean splash curtains
  - reassemble
  - fill
  - turn on heater
  - check temperature gauge
  - check solution levels
  - replace feed lines to new solution as needed
  - change water and clean screens frequently during peak periods

## D. SANITATION

SKILL 4:  
FOLLOW PROCEDURES  
FOR CLEANING  
KITCHEN EQUIPMENT

4.1 cont'd

P follow procedures for cleaning kitchen equipment as outlined above, with consideration of manufacturers' directions and house policy

---

D.  
SANITATION



## SKILL 5: FOLLOW WAREWASHING PROCEDURES

5.1 follow warewashing procedures

K outline warewashing procedures:

- a) handle china and glassware gently
- b) scrape soft food into waste disposal unit
- c) place other materials, e.g. metal and bones, in designated receptacle
- d) rinse soiled wares
- e) soak flatware for 10-15 minutes in bus pan of hot water and soaking chemical
- f) soak soiled pots and pans
- g) scrub pots and pans with scouring pad
- h) for manual washing use three-sink system:
  - first sink is for washing, second for rinsing and third for sanitizing
  - dishwasher can substitute for third sink
- i) for machine washing:
  - pre-rinse to remove food particles
  - put through complete cycle, including wash, rinse and sanitizing
  - rack wares:
    - avoid overcrowding
    - group same size and shape together
    - invert cups and glasses
    - ensure all ware surfaces are exposed to water action
  - place racks in machine
  - start machine
  - remove racks and set on drainboard to dry
  - check regularly:
    - machine temperatures
    - sanitizing and detergent levels
    - wash water and screens

D.  
SANITATION

SKILL 5:  
FOLLOW  
WAREWASHING  
PROCEDURES

5.1 cont'd

- j) allow items to air dry before storing
- k) check items for soil or damage:
  - remove soiled and spotted items from clean items and rewash
  - dispose of damaged items separately from other waste
- l) store wares:
  - ensure hands are clean
  - do not touch surface of wares that come into contact with food
  - invert wares when storing
  - store sanitized wares away from dust, garbage, open foods and at least 15 cm (6 in) off floor
- m) sanitize mats, carts and storage racks daily
- n) clear waste disposal unit when full and at end of shift:
  - put guards in place or cover
  - turn on water
  - turn on disposal
  - turn off disposal
  - turn off water
  - turn off machine and remove foreign debris with caution, e.g. silverware, straws, creamers

P follow warewashing procedures as outlined above, with consideration of house policy

D.  
SANITATION

5.2 solve common problems of mechanical warewashing

- K outline how to solve common problems of mechanical warewashing:
- a) change water when water is dirty or oily
  - b) use rinsing agent if there are water spots on wares; if problem continues, report to supervisor
  - c) improve scraping, pre-rinsing and soaking for unclean dishes and cutlery

SKILL 5:  
FOLLOW  
WAREWASHING  
PROCEDURES

5.2 cont'd

- d) report to supervisor if:
- foaming is excessive
  - temperature on gauges is too low or too high

**P** solve common problems of mechanical warewashing as outlined above

---

D.  
SANITATION

SKILL 5:  
FOLLOW GARBAGE  
DISPOSAL  
GUIDELINES

6.1 follow garbage  
disposal guidelines

K outline garbage disposal guidelines:

- a) clean and sanitize garbage cans daily
- b) line garbage cans with plastic garbage bags
- c) separate recyclable material from garbage
- d) do not overfill or overload garbage bags
- e) seal bags before disposing garbage
- f) remove garbage while still in cans to designated area

P follow garbage disposal guidelines as outlined above, with consideration of house policy

---

D.  
SANITATION



### SKILL 1: FOLLOW GUIDELINES FOR FOOD HANDLING

1.1 follow guidelines for  
food handling

K outline guidelines for food handling:

- a) wear clean outer garments
- b) keep hair confined
- c) wash hands before commencing work, after using washroom, after smoking, after touching hair, nose, throat and at any other time that hands are soiled or contaminated
- d) do not smoke in areas where food or drink is prepared, handled or stored

P follow guidelines for food handling as outlined above

---

E.  
FOOD  
HANDLING

**SKILL 2:  
REDUCE FOODBORNE  
ILLNESSES**

**2.1** outline two broad classifications of foodborne illnesses

- K** outline two broad classifications of foodborne illnesses:
- a) chemical food poisoning
  - b) foodborne illness caused by pathogenic micro-organisms

**2.2** outline two ways that chemical food poisoning can occur

- K** outline two ways that chemical food poisoning can occur:
- a) food may be contaminated during growth
  - b) careless handling or accidentally mixing food with common chemicals

**2.3** reduce risk of chemical food poisoning

- K** outline how to reduce risk of chemical food poisoning:
- follow WHMIS guidelines on handling and use of chemicals
- P** reduce risk of chemical food poisoning as outlined above

**2.4** outline four major sources of pathogenic microbes

- K** outline four major sources of pathogenic microbes:
- a) humans, e.g. intestines, nose and throat, cuts, boils, hands
  - b) animals, e.g. intestines, droppings
  - c) insects and rodents, e.g. droppings, feet, mouth
  - d) contaminated soil and water

---

**E.  
FOOD  
HANDLING**

## SKILL 2: REDUCE FOODBORNE ILLNESSES

2.5 outline methods of transmission of pathogenic micro-organisms

K outline methods of transmission of pathogenic micro-organisms:

- a) direct:
  - source to food
- b) indirect:
  - source to intermediary to food, e.g. hands → cutting surface → food

2.6 outline conditions necessary for growth of pathogenic micro-organisms

K outline conditions necessary for growth of pathogenic micro-organisms:

- a) moisture
- b) food
- c) temperature:
  - fastest growth at 37°C (99°F)
- d) time:
  - under ideal conditions division occurs every 20 minutes or less
- e) oxygen:
  - not all require oxygen for growth

2.7 outline two broad classifications of food poisoning caused by pathogenic micro-organisms

K outline two broad classifications of food poisoning caused by pathogenic micro-organisms:

- a) food infection, e.g. salmonella:
  - caused by ingestion of food containing large numbers of pathogenic micro-organisms
- b) food intoxication, e.g. staphylococcus:
  - caused by ingestion of bacteria growth in food that gives off toxin, which is poisonous waste that is colourless, odourless and tasteless

**SKILL 2:  
REDUCE FOODBORNE  
ILLNESSES**

**2.8** reduce risk of food poisoning from pathogenic micro-organisms

**K** outline how to reduce risk of food poisoning from pathogenic micro-organisms:

- a) ensure food protection:
  - use proper food handling techniques to break link between source and consumer
- b) maintain proper temperatures:
  - store cold food at 4°C (39°F) or lower
  - store hot food at 60°C (140°F) or higher
  - take food through danger zone (4°-60°C) as quickly as possible
- c) maintain personal hygiene:
  - wash hands thoroughly before handling food
  - cover all cuts with finger sheath or rubber gloves
- d) minimize handling of food
- e) maintain cleanliness of equipment, utensils, work surfaces, work environment, and storage areas

**P** reduce risk of food poisoning from pathogenic micro-organisms as outlined above

---

**E.  
FOOD  
HANDLING**



## SKILL 3: FOLLOW FOOD PROTECTION GUIDELINES

3.1 define common terms  
used in descriptions of  
safe food handling

K define common terms used in  
descriptions of safe food handling:

- a) cross-contamination:
  - transfer of harmful micro-organisms from one item of food to another by means of non-food medium such as equipment or utensils
- b) danger zone:
  - temperatures between 4°C (39°F) and 60°C (140°F) in which pathogenic microbes grow rapidly
- c) disinfect:
  - to render free from pathogens
- d) food-contact surface:
  - any part of equipment or utensils with which food normally touches during preparation, storage, transportation or service
- e) food poisoning:
  - illness caused by ingesting food containing infectious micro-organisms, toxins or chemical poisons
- f) micro-organisms:
  - microscopic organisms such as bacteria, moulds, yeasts, parasites and viruses
- g) pathogens:
  - disease producing micro-organisms
- h) potentially hazardous food:
  - any food or ingredients in food that are capable of supporting rapid growth of pathogenic micro-organisms

**SKILL 3:  
FOLLOW FOOD  
PROTECTION  
GUIDELINES**

3.1 cont'd

- i) toxins:
  - substances produced by micro-organisms and other organisms that may cause illness in humans

3.2 outline non-hazardous food groups

- K outline non-hazardous food groups:
  - a) dry:
    - not enough moisture to support growth
    - potentially hazardous if moistened, e.g. flour
  - b) sour:
    - too acidic to support growth, e.g. fruits, tomatoes
  - c) sweet or salty:
    - foods with 60% sugar or 20% salt can be considered safe, e.g. maple syrup, foods in brine

3.3 describe time and temperature relationship of microbial growth

- K describe time and temperature relationship of microbial growth:
  - a) growth of pathogenic micro-organisms depends on amount of micro-organisms present in food and time spent in danger zone
  - b) chilling or freezing will not stop growth of micro-organisms once hazardous food has been in danger zone, i.e. taking food out for one hour at lunch and one hour at dinner is equally as dangerous as two continuous hours

---

E.  
FOOD  
HANDLING

**SKILL 3:  
FOLLOW FOOD  
PROTECTION  
GUIDELINES**

**3.4** follow temperature requirements during preparation stages of food

**K** identify how to follow temperature requirements during preparation stages of food:

- a) keep holding ovens/steam tables at 60°C (140°F) or higher
- b) keep frozen foods at -18°C (0°F) or colder
- c) thaw foods at 4°C (39°F) in refrigerator
- d) cool foods rapidly to 4°C (39°F)
  - cooling by ice water bath or stirring

**P** follow temperature requirements during preparation stages of food as outlined above

---

**E.  
FOOD  
HANDLING**

**SKILL 4:  
FOLLOW RECEIVING  
PROCEDURES**

**4.1 follow general rules  
for receiving food**

- K outline general rules for receiving food:**
- a) ensure suitable storage space is available before goods arrive
  - b) check purchase order to ensure delivery matches specifications, for example:
    - product name
    - grade
    - size and count
    - variety
    - packing style
  - c) obtain credit note for shortages
  - d) check invoice to see when food was picked up from supplier and how long it has been in transit
  - e) check meat and poultry for government stamps and tags
  - f) check manufacturers labels for:
    - damage, looseness or repasting
    - expiry dates
    - storage instructions, e.g. must be refrigerated
  - g) refuse delivery of food transported in:
    - trunks of cars
    - vehicles used to transport chemicals, refuse or garbage
    - open trucks (product has been left exposed to elements)
    - vehicles with dirty cartage areas
    - vehicles carrying live animals
  - h) refuse meat and poultry that is:
    - slimy
    - smelly
    - showing signs of rodent or insect attack
  - i) refuse canned goods that are:
    - dented
    - rusted
    - leaking
    - bulging

---

**E.  
FOOD  
HANDLING**



## SKILL 4: FOLLOW RECEIVING PROCEDURES

4.1 cont'd

- j) refuse packaged goods with tears or punctures
- k) mark delivery date on hazardous products, e.g. meats, dairy products
- l) store frozen foods and fresh produce immediately
- m) never sign invoice without permission of supervisor

**P** follow general rules for receiving food as outlined above, with consideration of house policy

---

E.  
FOOD  
HANDLING

**SKILL 5:  
FOLLOW STORAGE  
PROCEDURES**

**5.1 identify general  
storage  
considerations**

**K identify general storage considerations:**

- a) perishability
- b) sanitation
- c) security
- d) safety, i.e. do not store goods in fire exits, stairwells, traffic paths
- e) appearance of establishment, e.g. neat, organized, clean

**5.2 follow guidelines for  
storage**

**K outline guidelines for storage:**

- a) temperature:
  - check location and temperature of thermometer; thermometer should be in warmest part of refrigerator or cooler room (usually near door) and in coldest part of hot storage containers
  - report repairs as soon as possible, e.g. door latches or springs that do not tightly seal door, broken rubber door seals
  - do not open doors more than necessary
  - use reach-in refrigerators only as holding containers for food previously stored in large refrigerated units (walk ins)
- b) air circulation:
  - separate foods both horizontally and vertically to quickly cool to safe temperatures
  - pre-cool large food volumes, e.g. roasts and stock pots, before storing; large volumes of food can heat up entire storage area
  - keep food covered to prevent drying out and contamination

---

**E.  
FOOD  
HANDLING**

## SKILL 5: FOLLOW STORAGE PROCEDURES

### 5.2 cont'd

- keep shelves well spaced
- keep shelves at least 15 cm (6 in) off floor on skids or pallets
- do not use lining paper on shelves where air circulation is necessary
- c) stock rotation:
  - use first-in-first-out (FIFO) system
  - check labels for expiry date
  - clean stock to keep shelves clean
- d) grouping foods:
  - use separate refrigerators for:
    - dairy products and eggs
    - raw meat and poultry
    - fresh fruit and vegetables
    - cooked foods
  - if it is not possible to use separate refrigerators:
    - keep raw foods away from cooked foods
    - keep hot foods away from cold foods
    - keep newly received foods from stored foods
  - keep ready-to-eat foods above raw and uncooked foods to prevent cross-contamination, i.e. do not allow foods on higher shelf to drip on foods below
- e) humidity:
  - clean shelves, walls and crevices regularly with disinfectants to prevent mould and bacteria
  - do not store food in cardboard cartons over long periods to avoid moisture absorption
- f) cleaning:
  - clean up spills immediately
  - keep coils on refrigeration units clean and as frost-free as possible

---

## E. FOOD HANDLING

SKILL 5:  
FOLLOW STORAGE  
PROCEDURES

5.2 cont'd

- g) poisonous materials and contaminants, e.g. cleaners, detergents, sanitizers:
- store in separate area and label each container

P follow guidelines for storage as outlined above

5.3 follow storage guidelines for different types of foods

K outline storage guidelines for different types of food:

- a) dry foods, e.g. cereals, flour, pasta, sugar:
- store in dry, cool, well-ventilated area
  - store in area without overhead water and sewage pipes to avoid possible leaks
  - keep all products covered to prevent dust, drips, insects and other materials from entering product
  - keep products out of direct sunlight
  - label bulk containers
  - keep storage area neat and uncluttered
  - remove food particles from shelves and floors to avoid attracting insects and rodents
  - store food at least 15cm (6 in) above floor on shelves, skids or pallets
- b) frozen foods, e.g. juices, meats:
- ensure temperature is -18°C (0°F) or lower
  - do not thaw and refreeze; this speeds microbial activity
  - keep area clean
  - ensure proper air circulation
  - wrap tightly and label with name and date

---

E.  
FOOD  
HANDLING



**SKILL 5:  
FOLLOW STORAGE  
PROCEDURES****5.3 cont'd****c) fruits and vegetables:**

- keep recently received produce from other stored produce and foods
- use ventilated plastic coverings
- keep fresh fruit at 2°-4°C (35°-40°F)
- keep vegetables at 10°C (50°F); keep peeled vegetables at 2°-4°C (35°-40°F)
- keep potatoes at 4°C (40°F) or lower and do not expose to sunlight
- hold cooked vegetables at 60°C (140°F) or below 4° (39°F)
- clean storage areas at least once per week
- throw away overripe produce after checking with supervisor
- keep canned fruits, vegetables and juices at 21°C (70°F) or lower
- keep cans with broken seals at 4°C (40°F) or lower and use within 72 hours
- refrigerate cooked fruit and vegetables at 4°C (40°F) or lower for no longer than 48 hours; or quick freeze and keep at -18°C (0°F)

**d) hazardous foods:**

- put away hazardous products first when receiving order
- separate raw foods from ready-to-eat foods

---

**E.  
FOOD  
HANDLING**

**SKILL 5:  
FOLLOW STORAGE  
PROCEDURES****5.3 cont'd**

- store dairy products below 4°C (39°F):
  - keep milk for drinking in single service containers or in dispensing equipment
  - wrap cheese
  - keep ice cream and frozen desserts at -12°C (10°F) or lower
- meat and meat products:
  - refrigerate fresh meat
  - hold cooked meats at 60°C (140°F) or higher, or cool rapidly and hold at 2°-4°C (35°-40°F)
  - store canned meats at 21°C (70°F) or lower
  - cover frozen meats, place in drip tray and thaw in refrigerator
- fish and fish products:
  - keep fresh fish at 0°C (32°F) or on ice; use as soon as possible
  - keep smoked fish at 4°C (40°F) or lower, not on ice
  - keep live fish in clean and aerated water
  - keep frozen fish at -26°C (-15°F)
  - thaw frozen fish at 4°C (40°F)
  - refrigerate unused product in sealed containers
  - keep cooked fish at 60°C (140°F) or higher, cool and hold at 4°C (40°F) or lower, or freeze
- shellfish:
  - keep frozen shellfish at -26°C (-15°)
  - refrigerate unused product in sealed containers

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E.  
FOOD  
HANDLING

## SKILL 5: FOLLOW STORAGE PROCEDURES

5.3 cont'd

- poultry and poultry products:
  - refrigerate fresh or smoked poultry
  - defrost frozen poultry in refrigerator
  - hold cooked poultry at 60°C (140°F) or higher, or cool to 4°C (40°F) or lower
  - do not allow raw poultry to contact cooked poultry or poultry products to avoid contamination by salmonella bacteria
- egg and egg products:
  - keep whole shell eggs at 4°C (40°F) or lower frozen eggs at -18°C (0°F) or lower
  - keep frozen eggs in original container and use according to manufacturer's instructions
  - keep dried eggs at 21°C (70°F) or lower
  - keep dried egg products in original containers
  - do not store eggs next to foods with strong odours
- fats and oils:
  - store in original containers or in bulk storage
  - keep fats for frying clean and free from food particles
  - discard used fats and oils in designated container
  - store non-edible oils used for heating and lubrications in marked containers in designated areas

---

E.  
FOOD  
HANDLING

**SKILL 5:  
FOLLOW STORAGE  
PROCEDURES**

**5.3 cont'd**

- bakery products:
  - refrigerate baked fillings, puddings, custards and cream-filled products at 2°-4°C (35°-40°F) or lower in shallow pans
- e) prepared and processed food items, e.g. puddings, custards, sandwiches, egg salads:
  - hold above 60°C (140°F) or below 4°C (39°F)
- f) seasonings:
  - store in dry, cool, dark place
  - store fresh seasonings in same manner as fresh vegetables

**P** follow storage guidelines for different types of foods as outlined above, with consideration of house policy and local by-laws

---

**E.  
FOOD  
HANDLING**



**SKILL 6:  
PREPARE FRUITS  
AND VEGETABLES**

**6.1** prepare fruits and vegetables

**K** outline how to prepare fruits and vegetables:

- a) carrots - wash and peel
- b) celery - wash and trim
- c) onions - peel and wrap
- d) lettuce - core, remove outer leaves and wash
- e) cabbage - remove outer leaves and wash
- f) potatoes - wash, peel, remove eyes and place in cold water
- g) garlic - peel, remove ends
- h) shallots - peel and wrap
- i) radishes - wash and trim
- j) parsley - wash
- k) melons - wash, halve and remove seeds

**P** prepare fruits and vegetables as outlined above, with consideration of house policy

---

**E.  
FOOD  
HANDLING**

**SKILL 7:  
FULFIL ROLE IN  
MAINTAINING STOCK****7.1** fulfil role in  
maintaining stock**K** outline role in maintaining stock:

report low stock levels to chef

**P** fulfil role in maintaining stock as outlined  
above

---

**E.  
FOOD  
HANDLING**

SKILL 1:  
USE TOOLS AND  
EQUIPMENT

1.1 identify common  
kitchen equipment

K identify common kitchen equipment:

- a) blender
- b) broiler:
  - charcoal
  - overhead (salamander)
- c) buffalo chopper
- d) canopy and filters
- e) chafing dish
- f) chopping block
- g) food processor and attachments,  
e.g. slicer, grater, dicer
- h) freezer:
  - walk in
  - reach in
- i) fryer
- j) griddle
- k) grinder
- l) mixer and attachments,  
e.g. paddle, hook, whip
- m) oven:
  - baker (deck oven)
  - convection
  - microwave
  - pizza
  - conventional
- n) peeler (electric)
- o) pot sinks
- p) preparation table
- q) refrigerator:
  - reach in
  - walk in
- r) saw:
  - band
  - hand
- s) scale:
  - portion
  - receiving
- t) slicer

SKILL 1:  
USE TOOLS AND  
EQUIPMENT

1.1 cont'd

- u) steamer:
  - kettle
  - steam table
- v) stove:
  - burners
  - hot top
- w) toaster
- x) waffle iron
- y) warewasher
- z) warming unit:
  - proofing
  - holding
- aa) waste disposal

1.2 identify common  
smallwares

K identify common smallwares:

- a) baking sheet or pan
- b) braising pot
- c) bread pan
- d) cake pan
- e) egg poacher
- f) flan pan
- g) frying pan
- h) hotel pan
- i) meat hammer
- j) mixing bowl
- k) mould
- l) muffin pan
- m) pie or cake marker
- n) pie pan
- o) pizza pan
- p) roasting pan
- q) sauce pan
- r) sauté pan
- s) spring form pan
- t) steam table insert
- u) stock pot

---

F.  
TOOLS OF  
TRADE



## SKILL 1: USE TOOLS AND EQUIPMENT

1.3 outline uses for  
common kitchen tools

K outline uses for common kitchen tools:

a) can opener:

- hand held:
  - open small cans



- table mounted, heavy duty:
  - open large cans



b) fork:

- hold meat while carving



c) funnel:

- transfer liquids



d) grater:

- grate fruits and vegetables



## SKILL 1: USE TOOLS AND EQUIPMENT

### 1.3 cont'd

#### e) knife:

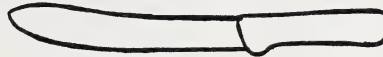
- boning:
  - slice around bones



- bread (serrated):
  - cut breads and cakes



- butcher:
  - cut large pieces of meat and fowl



- carver:
  - carve roasts and fowl



- chef's (French):
  - chop, slice, dice



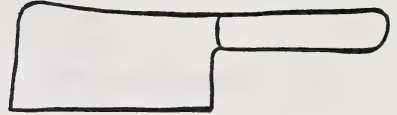

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F.  
TOOLS OF  
TRADE

## SKILL 1: USE TOOLS AND EQUIPMENT

### 1.3 cont'd

- cleaver:
  - chop



- palette (straight spatula):
  - spread frostings and fillings



- paring:
  - peel, dice, mince



- utility:
  - cut vegetables, meat and sandwiches



- f) ladle:
- scoop liquids



F.  
TOOLS OF  
TRADE

## SKILL 1: USE TOOLS AND EQUIPMENT

### 1.3 cont'd

g) measuring cup and spoon:

- measure dry goods and liquids



h) paddle:

- stir stocks



i) baker's peel:

- place and remove baking items



j) peeler:

- peel vegetables



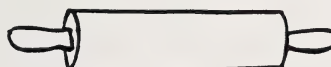
k) piping (ornamenting) bag:

- top and decorate cakes and desserts



l) rolling pin:

- roll dough



F.  
TOOLS OF  
TRADE



## SKILL 1: USE TOOLS AND EQUIPMENT

### 1.3 cont'd

#### m) scoop:

- portion foods



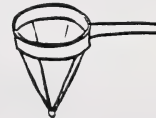
#### n) scraper:

- make dough
- clean griddles, table tops and pots



#### o) skimmer, strainer, colander:

- separate solids from liquids



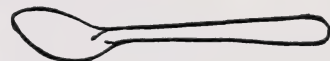
#### p) spatula (rubber, plastic):

- scrape foods from container



#### q) spoon:

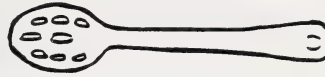
- solid:
  - baste
  - scoop semi-solids



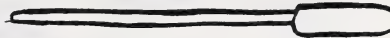
## SKILL 1: USE TOOLS AND EQUIPMENT

### 1.3 cont'd

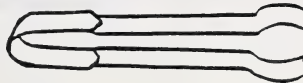
- slotted or perforated:
  - portion vegetables cooked in liquid



- r) steel:
- hone edge of knives



- s) tongs:
- pick up food



- t) turner (off-set spatula):
- turn foods while cooking
  - serve pies and cakes



- u) whip:
- stir, beat and whip




---

F.  
TOOLS OF  
TRADE

## SKILL 1: USE TOOLS AND EQUIPMENT

- |                           |  |
|---------------------------|--|
| 1.4 use kitchen equipment | <p>K outline how to use kitchen equipment:</p> <ul style="list-style-type: none"> <li>a) grinder (used to grind meat):             <ul style="list-style-type: none"> <li>• assemble sanitized grinder</li> <li>• use plunger to push cubed meat into hopper</li> </ul> </li> <li>b) microwave (used to heat and defrost):             <ul style="list-style-type: none"> <li>• place food in appropriate container, e.g. no metal</li> <li>• place container in oven</li> <li>• set power level and timer</li> <li>• turn on</li> </ul> </li> <li>c) mixer (used to whip butter, mix ground meat and mix coleslaw):             <ul style="list-style-type: none"> <li>• choose appropriate attachment and assemble, e.g. paddle for meat, hook for dough, whip for butter and liquid</li> <li>• place food in mixing bowl</li> <li>• lower bowl arms</li> <li>• place bowl in arms</li> <li>• raise bowl</li> <li>• turn on</li> </ul> </li> <li>d) mechanical cutting attachments for mixer (used to slice, grate and dice food, e.g. coleslaw, bread crusts):             <ul style="list-style-type: none"> <li>• place receiving container under dispenser shoot</li> <li>• place food in hopper</li> <li>• apply pressure using guard</li> </ul> </li> <li>e) slicer (used to cut meat, cheese and vegetables into uniform slices):             <ul style="list-style-type: none"> <li>• ensure guards are in place</li> <li>• adjust dial to desired thickness for slice</li> <li>• turn on</li> <li>• use slicer guide to move food against slicer blade</li> </ul> </li> </ul> |
|---------------------------|--|

SKILL 1:  
USE TOOLS AND  
EQUIPMENT

- |     |  |   |   |
|-----|--|---|---|
| 1.4 | cont'd                                       | P | use kitchen equipment as outlined above   |
| 1.5 | report equipment trouble signs to supervisor | K | <p>outline how to report equipment trouble signs to supervisor:</p> <p>a) identify equipment trouble signs:</p> <ul style="list-style-type: none"> <li>• overheating</li> <li>• smell of gas</li> <li>• regularly tripped breaker</li> <li>• blown fuse</li> <li>• change in sounds of machinery</li> <li>• not working properly</li> <li>• gauges or indicators indicating trouble</li> <li>• fan(s) not working</li> </ul> <p>b) report to supervisor</p> |
|     |  | P | report equipment trouble signs to supervisor as outlined above  |

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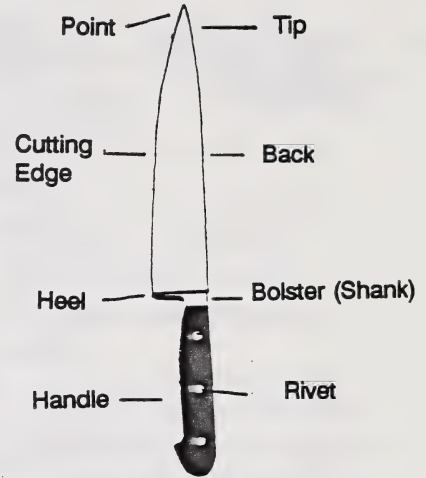
F.  
TOOLS OF  
TRADE



**SKILL 2:  
USE KNIVES PROPERLY**

**2.1 identify parts of knife**

**K identify parts of knife:**



**2.2 use knives properly**

**K outline how to use knives properly:**

**a) stand at table:**

- stand directly in front of table with both feet nearly at right angles to table
- distribute weight evenly on feet

**b) grip knife:**

- chef's knife:
  - place tip of index finger on shank inside of blade and place thumb on other side of blade opposite second joint of index finger
- slicing knife:
  - place fingers and thumb on handle with thumb positioned on opposite side of handle from index finger

**SKILL 2:**  
**USE KNIVES PROPERLY**

**2.2 cont'd**

- paring knife:
  - wrap four fingers around handle with index finger higher than other three fingers and place thumb parallel to knife blade
- c) guide with second hand:
  - chef's and slicing knife:
    - use second hand to hold food steady, control size of cuts and prevent hand cuts; fork is often used for slicing
    - bend fingers and place tips on food, place thumb and little finger behind other three fingers to steady food, place middle finger slightly ahead of other two
    - use first joint of middle finger to guide knife
    - move knife at 95° angle with cutting board, angling slightly away from guiding hand when coming down
    - move middle finger back from last cut to determine thickness of next cut
  - paring knife:
    - use second hand to hold food item in palm; turn food item with fingers
- d) use correct part of blade:
  - chef's knife:
    - use tip on small, soft foods, e.g. mushrooms
    - use heel for cutting small, hard foods, e.g. carrots
    - use centre for foods thicker than 5cm (2 in)

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F.  
TOOLS OF  
TRADE

SKILL 2:  
USE KNIVES PROPERLY

2.2 cont'd

- use centre working towards tip for large, soft foods, e.g. lettuce
- use centre working towards heel for large, firm items, e.g. turnips
- slicing knife:
  - do not use tip and heel of blade
  - move blade length back and forth to slice
- paring knife:
  - use centre of blade
  - pull knife towards body to pare item
- e) use proper cutting surface:
  - ensure cutting surface is adequate, i.e. surface is wider than knife is long
  - do not cut materials that will dull knife, e.g. plastic
  - clean cutting surface
  - stabilize cutting board by putting damp towel underneath
  - stabilize item to be cut, e.g. trim item to give flat side

P use knives properly as outlined above

F.  
TOOLS OF  
TRADE







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